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ABSTRACT

This handbook is designed for directors of secondary vocational education who are interested in activities to support tech prep programs and the integration of academic and vocational education. The activities could, however, be easily adapted to work on the postsecondary/community college level. Its purpose is to give occupational faculty the opportunity to shadow practicing professionals in order to gain familiarity with the latest equipment, trends, and techniques in the field. An equally important component of the activity is to partner vocational and academic faculty in the shadowing experience. Chapter I lists some suggested outcomes of the activity. Chapter II outlines costs that vocational directors should anticipate. Five steps in setting up the activity are described in chapter III: selecting the faculty, defining the expectations and outcomes for faculty, selecting the shadowing site, making the contact, and preparing for the shadowing experience. Chapters IV and V address briefly conducting the activity and evaluation and follow-up. Appendixes include a teacher planning checklist that provides the teacher with some useful tips in preparing for the shadowing experience; an evaluation form; and integrated lesson plan forms (versions A and B). (YLB)

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ED 362 637

PARTNERS IN PROGRESS

Director's Handbook

... A staff development activity for occupational and academic faculty

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PARTNERS IN PROGRESS

... A staff development activity for occupational and academic faculty

Director's Handbook

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December 1992

"Partners in Progress"

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Introduction

This handbook was written for directors of vocational education who are interested in activities to support Tech Prep programs and the integration of academic and vocational education. Because the effectiveness of all educational programs rests with the skills, attributes and enthusiasm of the faculty, "Partners in Progress" focuses on the needs of faculty while developing outcomes that will ultimately benefit the teaching/learning process. Although this handbook was written for directors of secondary vocational education, the activities could easily be adapted to work on the postsecondary/community college level.

I. Purpose & Expected Outcomes

The purpose of "Partners in Progress" is to give occupational faculty the opportunity to shadow practicing professionals in order to gain familiarity with the latest equipment, trends and techniques in the field. An equally important component of the activity is to partner vocational and academic faculty in the shadowing experience. As a result of the experience, the academic teacher gains a better understanding of how academic concepts are used in professional settings and a stronger appreciation of the outcomes of vocational education.

The expected outcomes of "Partners in Progress" can range from improved awareness to specific changes in classroom activities or teaching techniques, depending on what you expect or require of participants. It is important that you identify the outcomes you expect and that you make those requirements clear to participating teachers. Some suggested outcomes include the following:

- identification of new methods, equipment or requirements in the field that affect the way parts of vocational content should be taught;
- development of team-teaching activities based on the shadowing experience;
- development of one or more integrated lesson plans featuring activities based on the shadowing experience;
- development of one or more student learning activities featuring applications of academic concepts derived from the shadowing experience;
- development of career awareness activities or materials featuring information from the shadowing experience.

II. Resources Required

The "Partners in Progress" activity is relatively inexpensive to implement. However, vocational directors should anticipate the following costs:

- one substitute day for the occupational teacher
- one substitute day for the academic teacher
- transportation for faculty to and from the work site
- lunch
- materials
- (optional) one substitute day for follow-up/planning activities for the occupational teacher
- (optional) one substitute day for follow-up/planning activities for the academic teacher.

Depending on local budgets and policies, some or all of the above costs may be covered through staff development funds or Tech Prep grants, or they may be partially absorbed by the participating teachers themselves (such as transportation and lunch costs). If the activity is arranged during a regularly scheduled in-service day, costs for substitute teachers can be avoided.

III. Setting Up the Activity

A. *Selecting the Faculty*

Each vocational director will, of course, need to determine fair and effective ways of selecting occupational faculty to participate in the "Partners in Progress" activity. (Academic faculty should be selected after the occupational faculty have been chosen.) Some issues to consider in selecting participants, particularly the first few teachers, might include the following:

- Which faculty have the greatest need to observe current and/or innovative techniques or practices in the field?
- Which faculty would be most likely to translate shadowing experiences into improvements in their teaching activities?
- Which faculty would be the most enthusiastic and credible supporters of the program to help other faculty become interested in participating?
- Which faculty would be most "open-minded" to pursuing partnering activities with academic colleagues?

After the occupational faculty member has been selected, the academic partner should be identified. The most obvious criterion for selecting an appropriate academic partner is one who teaches an applied academic course. In selecting an appropriate academic partner, the vocational director may choose to discuss some possibilities with the high school principal(s). The questions listed above may be helpful in deciding which teacher could benefit most from the experience. In some cases, the occupational teacher may have someone in mind who would make an excellent partner for the shadowing experience. If so, the appropriate contacts could then be made to invite that person to participate.

B. *Defining the Expectations and Outcomes for Faculty*

The outcomes of "Partners in Progress" and the products or activities you expect of participants should be made clear to the faculty early in the planning process.

You should identify the type of documentation you will require of faculty and determine when the necessary materials should be submitted. Some possible outcome documents include

- completed lesson plan forms illustrating activities or materials from the shadowing experience;
- completed evaluation forms;
- an outline of an in-service activity for other faculty at your school and/or the home school of the academic teacher;
- a written description of a planned student activity including timeline, resources and expected outcomes;
- an article for the school/district newsletter or other appropriate publication.

There are two major reasons for requiring some type of outcome documentation from participating faculty. One is that it will help ensure that some type of worthwhile change or impact actually occurs. The other reason is that it helps project an appropriate image for this experience to faculty—the activity is <u>not</u> a chance for a "day off," but rather a professional development opportunity that is expected to improve some aspect of the teaching/learning process. (Requiring documentation, or "proof" of worthwhile outcomes, does not have to be excessive or burdensome for faculty.)

In addition to what you will require of faculty, you might also consider whether or not faculty will receive any type of recertification "points" or credit through the district office. If this is possible, you should complete whatever processes are required in order to provide participants with recertification credit. As you explain requirements of the activity to faculty, describing the conditions for recertification credit will also be an important point you will want to discuss.

C. *Selecting the Shadowing Site*

The selection of an appropriate shadowing site is critical to the success of the activity. Many occupational faculty will probably have several possibilities in mind right away. If not, vocational directors can help identify an appropriate site and contact person through one of the following sources:

- district or program vocational advisory committees
- business partnership chairperson or district industrial coordinator
- county business and education partnership director
- PACE Speakers Guide or PACE Counselor/Industry Liaison
- local chamber of commerce
- county personnel association chairman

The vocational director should review a list of potential sites to ensure that all under consideration would provide a worthwhile experience for participants. (For example, an automotive instructor might list as a possible site a small, local dealership operated by someone with whom he/she is very familiar. The vocational director might encourage the teacher to investigate other possible dealerships that would have a larger, more computer-driven service department as a way of providing the teacher with access to the latest techniques.)

Once several possible sites have been identified, it might be helpful for the vocational/academic faculty partners to collaborate in identifying the site that would best meet their respective needs.

D. *Making the Contact*

After one or more suitable shadowing sites has been identified, the occupational faculty member, or yourself as the vocational director, should contact an appropriate individual at the business and make arrangements for the shadowing activity. It is important that the activity be fully explained to the business contact and that the role of the business person be made clear. Some possible roles of the business person in the shadowing activity might be to

- plan activities that will illustrate the latest equipment or techniques in the field;
- allow shadowing teachers to participate actively in tasks that will help expand their understanding of relevant processes or techniques;
- provide written materials, sample documents or other items that will illustrate the use of appropriate academic skills needed to perform certain tasks;
- provide opportunities for teachers to ask questions, discuss trends in the use of technology related to the particular field, or gather information on other areas of professional interest.

E. Preparing for the Shadowing Experience

Most faculty will know the procedures they should follow to prepare for a "non-teaching" day. If you feel reminders are necessary concerning the required paperwork, arrangements for substitutes, or other procedures, it might be helpful to provide reminders well ahead of the scheduled activity date.

In order to maximize the shadowing experience, faculty should be encouraged to do some advance planning. To facilitate this type of planning, a sample checklist is included in APPENDIX A.

Under the "just in case" category, you should have the name and telephone number of the business contact person handy, just in case someone should need to get in touch with one of the participating teachers during the shadowing experience.

IV. Conducting the Activity

Conducting the shadowing experience should be relatively easy, assuming all the advance planning was completed appropriately and that there are no unforeseen difficulties. (Example: A business contact person calls in sick!)

The intent of "Partners in Progress" is that participating faculty and the business sponsors will enjoy the opportunity to share ideas, explore new approaches, and discuss issues of mutual professional interest.

V. Evaluation & Follow-up

All participating faculty should complete an evaluation form and return it to you. The results of the evaluation can be invaluable to you in planning future "Partners in Progress" activities. A sample evaluation form is included in APPENDIX B.

If you choose to require lesson plans of participating faculty, two versions of integrated lesson plan forms that faculty could use are included in APPENDIX C.

If you feel it is necessary to remind faculty that letters of appreciation should be sent to the business contact person, you should be sure that the reminders are given in a timely manner.

Appendix A

"PARTNERS IN PROGRESS"

Teacher Planning Checklist

In order to maximize your "Partners in Progress" shadowing activity, some advance thought and planning is helpful. The following checklist should provide you with some useful tips in preparing for the shadowing experience.

1. If available, review some general information about the company where you will be shadowing.

2. Identify the three main concepts or issues you plan to explore during the shadowing activity:

   a. _____

   b. _____

   c. _____

3. Indicate which, if any, of the following materials might be helpful to bring with you to the shadowing experience:

   - ☐ Specific units, or lessons, for which you hope to find more current or relevant examples to use in the classroom
   - ☐ Competency sheets or other documents which illustrate the types of outcomes expected from your course
   - ☐ Other: _____
   - ☐ Other: _____

4. Indicate which of the following you hope to obtain as a result of the shadowing experience:

   - ☐ documents, forms or other items associated with a specific task performed on the job
   - ☐ job descriptions, company information or other material that could help in career awareness activities
   - ☐ data sets or other actual examples that could be used to make a classroom experience or lab more "real" for students
   - ☐ references to professional materials or manuals that could help you more effectively teach a particular unit or concept
   - ☐ pre-employment tests or descriptions of assessment procedures used in hiring new employees
   - ☐ names, titles and phone numbers/extensions of business persons who could make classroom presentations, or who would be willing to "co-teach" a specific unit or lesson
   - ☐ other: _____
   - ☐ other: _____

5. Describe the activities or materials you plan to develop as a result of the shadowing experience:

6. Identify two ways you might collaborate with your teacher partner after the shadowing experience to enhance your classroom activities and/or the classroom activities of your partner.

1.

2.

Appendix B

"PARTNERS IN PROGRESS"

EVALUATION FORM

Please complete this form and return it to: _____

by: _____.

SECTION I

1. Name: _____

2. Teacher Partner's Name: _____

3. Sponsoring Company: _____

4. Name/Title of Person Shadowed: _____

_____

5. Date/Time of Shadowing Activity: _____

SECTION II

1. Describe your shadowing experience. What did you observe? What activities did you participate in? (Please continue on the back of this page if necessary.)

_____

_____

_____

_____

_____

_____

2. What was the MOST valuable aspect of the shadowing experience to you? Why?

3. What was the LEAST valuable aspect of the shadowing experience to you? Why?

4. If you obtained any materials as a result of your shadowing experience, please list them below:

5. How could the "Partners in Progress" activity be improved to better meet the needs of future participants?

_____

_____

_____

_____

SECTION III

1. Describe how you will use the information you gained through "Partners in Progress" to improve your teaching and/or classroom activities. Include in your description the timeline for implementation of activities or completion of materials.

A. Activity: _____

_____

_____

Timeframe: _____

B. Activity: _____

_____

_____

Timeframe: _____

C. Activity: _____

_____

_____

Timeframe: _____

2. Describe how you and your teacher partner plan to collaborate in the future to enhance your classroom activities.

Appendix C

INTEGRATED LESSON PLAN - OCCUPATIONAL

Version A

Course_____ **Unit**_____ **Teacher**_____

See other side for information and directions.

Occupational Concept Week:_____ Day:_____	**Communications Task** Teacher:_____ Week:_____ Day:_____	**Science Task** Teacher:_____ Week:_____ Day:_____	**Mathematics Task** Teacher:_____ Week:_____ Day:_____	**Other Task Area or Supporting Activities**
Outcomes				

Background Information: The concept of integration basically means forming connections between different subjects or disciplines. The idea is to purposefully develop connections between subject areas so that each one reinforces the other. As a result, learning becomes more meaningful and relevant, and students improve their abilities to transfer learning from one situation to another. (An important skill for academic succes as well as for success the "real world!") While some types of curriculum integration can be fairly complex, this exercise is intended to introduce the concept at the classroom level.

Directions: 1. Start by identifying a concept from your own subject area that you would like to have reinforced through other disciplines. Determine when you plan to teach that concept (i.e., week and/or day).

2. Then meet with the teachers from one or more other subject areas and identify tasks or activities from those area(s) that could reinforce the concept you want to teach. (You may have to discuss this with several colleagues to identify appropriate tasks or activities. NOTE: It's not always necessary that the activity involve a field trip or a visit to another class. You could, for example, simply use written materials or documents that you've found from other disciplines or real-world situations to teach or reinforce your concept.)

3. Design or plan the activity, especially if it involves a field trip or visiting another class. Document on your chart when the activity will take place and indicate, if appropriate, the order in which activities will occur.

Examples:

Mathematics Concept	Communications Task	Science Task	Occupational Task	Other Task Area or Supporting Activities
Reading charts and graphs **Outcomes** -students will gather real data, develop various forms of charts and graphs, analyze data, and prepare written and oral reports.	(3) Work with the English teacher; have students write paragraphs in English class explaining and analyzing information from the graphs they've developed.	(1) Visit Chemistry class and participate in lab where students are identifying pH levels of various household products; design appropriate charts based on data collected.	(2) Visit Food Science class when they begin planning for advisory committee luncheon; identify foods that will be served and determine fat/cholesterol levels. Design appropriate charts based on data collected.	

Communications Concept	Mathematics Task	Science Task	Occupational Task	Other Task Area or Supporting Activities
Persuasive writing **Outcomes** --students will develop a survey instrument, administer it, and analyze the results to determine best concepts on which to base writing activity. --students will conduct research in the library and guidance office to obtain additional information needed to write their brochures. --in teams, students will write sections of a brochure, using persuasive writing skills, that describe why students should enroll in Cosmetology. --the brochures developed by each team will be given to the Cosmetology class for possible use in future promotional materials.	(3) Analyze responses from student/teacher interview process. Calculate the percentages of responses in various categories to determine the most common, least common answers.		(2) Visit Cosmetology program,; interview students and teacher to determine why Cosmetology is a good program and why other students should be interested in enrolling.	(4) Conduct research on job opportunities and salary ranges for licensed cosmetologists. (1) Design instrument for interviews.

INTEGRATED LESSON PLAN - COMMUNICATIONS Version A

Course_____ **Unit**_____ **Teacher**_____

See other side for information and directions.

Communications Concept Week:_____ Day:_____	**Mathematics Task** Teacher:_____ Week:_____ Day:_____	**Science Task** Teacher:_____ Week:_____ Day:_____	**Occupational Task** Teacher:_____ Week:_____ Day:_____	**Other Task Area or Supporting Activities**
Outcomes				

Background Information: The concept of integration basically means forming connections between different subjects or disciplines. The idea is to purposefully develop connections between subject areas so that each one reinforces the other. As a result, learning becomes more meaningful and relevant, and students improve their abilities to transfer learning from one situation to another. (An important skill for academic succes as well as for success the "real world!") While some types of curriculum integration can be fairly complex, this exercise is intended to introduce the concept at the classroom level.

Directions: 1. Start by identifying a concept from your own subject area that you would like to have reinforced through other disciplines. Determine when you plan to teach that concept (i.e., week and/or day).

2. Then meet with the teachers from one or more other subject areas and identify tasks or activities from those area(s) that could reinforce the concept you want to teach. (You may have to discuss this with several colleagues to identify appropriate tasks or activities. NOTE: It's not always necessary that the activity involve a field trip or a visit to another class. You could, for example, simply use written materials or documents that you've found from other disciplines or real-world situations to teach or reinforce your concept.)

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Examples:

Mathematics Concept	Communications Task	Science Task	Occupational Task	Other Task Area or Supporting Activities
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Communications Concept	Mathematics Task	Science Task	Occupational Task	Other Task Area or Supporting Activities
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INTEGRATED LESSON PLAN - MATHEMATICS

Version A

Course_____ **Unit**_____ **Teacher**_____

See other side for information and directions.

Mathematics Concept Week:_____ Day:_____	**Communications Task** Teacher:_____ Week:_____ Day:_____	**Science Task** Teacher:_____ Week:_____ Day:_____	**Occupational Task** Teacher:_____ Week:_____ Day:_____	**Other Task Area or Supporting Activities**
Outcomes				

Background Information: The concept of integration basically means forming connections between different subjects or disciplines. The idea is to purposefully develop connections between subject areas so that each one reinforces the other. As a result, learning becomes more meaningful and relevant, and students improve their abilities to transfer learning from one situation to another. (An important skill for academic succes as well as for success the "real world!") While some types of curriculum integration can be fairly complex, this exercise is intended to introduce the concept at the classroom level.

Directions: 1. Start by identifying a concept from your own subject area that you would like to have reinforced through other disciplines. Determine when you plan to teach that concept (i.e., week and/or day).

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Communications Concept	Mathematics Task	Science Task	Occupational Task	Other Task Area or Supporting Activities
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INTEGRATED LESSON PLAN - SCIENCE

Version A

Course_____ **Unit**_____ **Teacher**_____

See other side for information and directions.

Science Concept Week:_____ Day:_____	**Communications Task** Teacher:_____ Week:_____ Day:_____	**Mathematics Task** Teacher:_____ Week:_____ Day:_____	**Occupational Task** Teacher:_____ Week:_____ Day:_____	**Other Task Area or Supporting Activities**
Outcomes				

Background Information: The concept of integration basically means forming connections between different subjects or disciplines. The idea is to purposefully develop connections between subject areas so that each one reinforces the other. As a result, learning becomes more meaningful and relevant, and students improve their abilities to transfer learning from one situation to another. (An important skill for academic succes as well as for success the "real world!") While some types of curriculum integration can be fairly complex, this exercise is intended to introduce the concept at the classroom level.

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Communications Concept	Mathematics Task	Science Task	Occupational Task	Other Task Area or Supporting Activities
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Integrated Lesson Plan Form

Version B

Teacher's Name _____ **Subject** _____

Week of: _____

Course Competency Being Taught:

(What you expect students to be able to do after the lesson.) **OBJECTIVES**	(How you will teach the objectives and the materials you will use.) **PROCEDURES AND MATERIALS**	(How you will evaluate or assess the objectives.) **ASSESSMENT**	(How you will reinforce these subjects) **INTEGRATED ACTIVITIES**
The Student Will:	____ Lecture Materials:	____ Written Test	**COMMUNICATIONS**
	____ Demonstration Materials:	____ Work Sheet	**MATH**
	____ Student Practice Materials:	____ Instructor Evaluation Observation to preset standard.	**SCIENCE**
	____ Small Group Activity Materials:	____ Practical Test	
	____ Field Trip or Collaborative Activity Materials	____ Technique Check Sheet	**OTHER** (Occupational or other academic.)
	____ Other _____ Materials:	____ Other _____	